

Federal Institutes in Three Dimensions Analysis

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Abstract Discusses the purposes of the Federal Institutes (IFs) in an attempt to regain the political action of the movements involved in its constitution. By document analysis and bibliography review presents like the legislation will pointing contradictions between thought and done, summarizing the policy is always a dispute arena of corporate projects. Finally, debate, from the social political, research and development agency and locus of teacher training, as IFs react to political, economic and social requirements to meet the goals of their institutions in the Amazon.

Keywords: Federal Institutes; social policy; teacher training; development agency.

Citation:

José Júlio César do Nascimento Araújo, Silvia Cristina Conde Nogueira, José Eurico Ramos de Souza, Arminda Rachel Botelho Mourão. Federal Institutes in Three Dimensions Analysis. *Trends Journal of Sciences Research*. Vol. 2, No. 4, 2015, pp. 141-146.

1 The Horizon of discussion

The analytical and methodological orientation, the authors, is the dialectical historical materialism. Therefore, it is understood that educational policy is built on the co-relation of forces groups, social classes and interests. It is necessary to understand the materiality of reality to learn the whole.

That said, the fact that the productive capital reorganization on a global scale has led to reforms in all spheres of capitalist social relations. Reforms in education, in this context, are analyzed in this work. Deitos (2010) has pointed out that education policy is a constituent of social policy. To the author:

Public policies directly defined and directed by the state are understood as the result of ideological and socioeconomic theoretical mediations and are directly intertwined in the social process of production of wealth and, consequently, of their allocation and distribution. The educational policy, particularly undertaken in Brazil since the 1990s, is the articulation and the end of economic forces and hegemonic policies that support propositions that reveal strong mainstream of liberal or social-liberal slant and significantly define the direction of

policies public and national education. (Deitos, 2010, p. 209)

So there are also ideological similarities between the teaching contractors and industrialists, materializing out of confrontational way in public policies in education, founded in determining both the commercial educational capital as industrial capital to transform education into a commodity and / or service (RODRIGUES, 2007). This is the logic for the performance of the capital in the educational field.

In Brazil, there are several movements that go to the commodification of education. On an axis that goes from the global to the local found the capital of metabolic member forces acting to find space for the operation of educational business on a global scale. On the axis that runs from the central to the local find strategies to "adapt" educational systems to new demands of capital. In the axis goes from public to private we find the clear strategy of the systems increase productivity and efficiency in education spending (the non-state public and rationalization strategies of the public by the private logic). And in line from the private to the public we find the possibility of mixing the two axes through legal mechanisms such as the Innovation Law, the public-private partnership, educational programs of access to university and student finance and tax

exemption for private institutions. Denouncing "a substitution after central models / public, relevant in populist governments and central / private, characteristic of authoritarian / bureaucratic regimes" (FLEURY, 1994, p. 233).

This happens because, according to Rodrigues (2007, p. 86.) "Capital seeks, through the transformation of education into a merchandise, mediation for the maintenance of its more general interest - the enhancement of value through the exploitation of living labor." The principal movers of this logic on education systems are multilateral agencies like the World Bank¹ and the World Trade Organization. The main proposition of these organizations for education policy in developing countries is expanding access to education without increasing public spending. In this sense, two mechanisms have been used by States: first, the expansion of the role of private education systems through funding, diversification and flexibility and, on the other hand, the internal redistribution of public spending on education poorest social sectors (HADDAD, 2008).

Bonal (2009) analyzing the role of economic globalization and multilateral agencies on educational policies asserts that one of the most significant aspects of the production of the hegemonic discourse of educational policies is the evocation of the universal benefits of educational reforms. Although globalization and capital requiring such reforms, they should be understood as beneficial for everyone. But the limit of analysis, these reforms reveal harmful effects to disadvantaged groups.

Boron (2006) asserts that among the several changes of the education system in Latin America, may emphasize the massification of higher education (enrollment expansion without precedent), commercialization of educational services, public and private reframing and quality decline. Such changes comply with recommendations made by the Washington Consensus and the World Bank comprising education as part of the market and not as public as advocates.

The Brazilian way of reform of higher education and vocational and technological education is given in two directions. Via the private sector enabling institutional differentiation and the public funding of private institutions through access programs for underprivileged strata (PROUNI, PRONATEC and FIES)². On the other hand, expands access to

vacancies in Higher Education Institutions (HEIs) public through REUNI³ and the recent diversification of the purposes of the Federal Institutes (IFs).

This new institutional framework emerges from a government proposal that will be outlining from various official documents produced between 2007 and 2008. With these documents the federal government aborts discussions about the technological universities and assumes a project for Vocational Education and technology. Some elements of this project will be discussed in the next subsection.

2 The Project / Government

Four documents are revealing for the configuration of Institutes like institutional project and Technological Education: the decree n. 6095 (BRAZIL, 2007a), the public called MEC / SETEC n. 01 (BRAZIL, 2007b), the public called MEC / SETEC n. 2 (BRAZIL, 2007c) and the law. 11,892 (BRAZIL, 2008).

Decree 6095 (BRAZIL, 2007a) showed the first guidelines and foundations and announced the process of reorganization of the federal institutions of vocational and technological education guided by the model Federal Institute of Education, Science and Technology - IFET⁴. The IFETs are: higher education institutions, basic and professional multicurricular and multicampi; municipalities with administrative, patrimonial, didactic-pedagogic and disciplinary; formed from the integration of federal institutions of vocational and technological education⁵.

specific formation, Brazilian students without higher level degree (<http://siteprouni.mec.gov.br>). The National Program for Access to Technical Education and Employment that expand, internalizes and democratizes the supply of vocational and technical education courses in the country (<http://pronatec.mec.gov.br/institucional-90037/o-que-e-o-pronatec>). The Financial Aid Fund finances the graduation in the superior education of students enrolled in particular institutions (<http://sisfiesportal.mec.gov.br/fies.html>).

³ Support Program for the Restructuring and Expansion of Federal Universities has as main objective enlarge the access and permanency in superior education.

⁴ In this decree come the initials IFET referent the Federal Institutes of Technology. In this work to use the IFET term for documental analyze following the historical movement to show of Law 11.892 (BRAZIL, 2008) abandons the initials IFET and adopts Federal Institutes (IFs).

⁵ Through of voluntary aggregation of Federal Technological Education Centers, Schools Federal

¹ Look TOMMASI, L íria de; WARDE, Mirian Jorge; HADDAD, Sérgio. O Banco Mundial e as Políticas Educacionais. 4 ed. São Paulo: Cortez, 2003.

² University for All Program that give integrals and partials scholarship of 50% in particular institutions of superior education, in graduation courses and

Otranto (2010), to critically approach the process of creation and implementation of institutes, analyzes the reactions to Decree 6095 (BRAZIL, 2007a) in Agrotechnical Schools Federal (EAFs), in the federal Centers for Technological Education (CEFETs) and the Technical Schools linked the Federal Universities. In short, according to the author, all EAFs have become one of the campuses of the Institutes shadowed by the possibility of government neglect in the case of non-compliance.

The CEFETs of Rio de Janeiro and Minas Gerais did not join the proposal from the academic setback arguments and the presumption of financing limitations imposed by the destination of 50% of vacancies for mid-vocational education and 20% for the National Programme for Integration Professional Education to Basic Education in Youth and Adult Education Mode - PROEJA. The accession of other CEFETs⁶ justified by the increase in commissioned positions and the potential of these become headquarters of rectories (OTRANTO, 2010).

As the Technical Schools linked to Federal Universities, the author claims that twenty four of the thirty-two institutions, did not join the government proposal due to the trust in the universities that were linked and for fear of the courses to meet local private interests. Otranto (2010) comes to some conclusions, including: the IFETs are reengineering of key parts of the Federal Network of Professional Education, Science and Technology (RFEPCCT), the IFET model as well as guide the RFEPCCT will also set the expansion and these institutions They are the highest expression of the current public policy Brazilian professional education.

These findings hold up in Art. 13 of Decree 6095 (BRAZIL, 2007a), the Public Call n. 2 (BRAZIL, 2007c) and Law 11,892 (BRAZIL, 2008). In the first document it is clear the primacy of IFET model for the creation and expansion of federal institutions of vocational and technological education. The second document emphasizes the implementation of IFETs as an action Relief Education Development Plan and the last document conditions the creation and expansion of other institutions to the Federal Institute model.

However, it is worth noting a move apparently contradictory: on the day of publication of Decree

6,095 / 2007, which launched the IFET as the new institutional model for professional and technological education, it launched the Public Call n. 1 MEC / SETEC (BRAZIL, 2007b)⁷. This document makes no reference to IFET model, the focus is the implementation of "a technical school in each city center of the country"⁸. We infer that the process of expansion of the Federal Technological Education Network⁹ occur regardless of the membership of the institutions to the government proposal¹⁰.

This invalidates inference with the Public Call MEC / SETEC n. 2 (BRAZIL, 2007c) that is thrown seven months after the publication of the two documents referred to above. The object of this call is the host of proposals for the implementation of IFETs that may be established by the transformation or integration federal institutions of vocational and technological education. In other words, there would be the intersection of the expansion process and the implementation of IFET model.

In this document, the first of many goals that define the institutional mission of IFETs, is "offering professional and technological education, as an educational and research process in all levels and modalities, especially mid-level, reaffirming the verticalization as a the principles of IFET" (BRAZIL, 2007c. Emphasis added).

The emphasis on the middle level is done through an ambiguous wording, despite the submission of a new component: the vertical. With the approval of Law 11,892 (BRAZIL, 2008) the emphasis is no longer using ambiguous wording and becomes through waves of percentage definition: it is up to FIs offer 50% of their vacancies to high school¹¹ and 20% for degrees.

In each of the documents referred to herein is possible to realize the institutional configuration outlined by the federal government between 2007 and 2008. Law 11.9892 (BRAZIL, 2008), which

Technical, Federal Agrotechnical Schools and Technical Schools linked to Federal Universities.

⁶ Brandão (2010) analyze that CEFETs argument the process of transformation in Technological Universities when was presented the proposal of IFETs. The authoress says the Technological Universities and the IFETs are different political for Professional Education, the first has focus the technological superior courses and the second the focus is professional education in high school.

⁷ Supporting action to the Expansion Plan of the Federal Technological Education Network - Phase II.

⁸ Them of second phase of express expansion in documents available in net like logo of Ministry Education.

⁹ Terminology of Network that is in the document in question.

¹⁰ Considering the process of transformation in the institutions of Professional education and technological in IFETs. The Law 11.892 (BRAZIL, 2008), finish this doubt in approach, in your Decree. 15, the creation and the expansion in federal institutions of the technological and professional education in the Federal Institute model.

¹¹ The finalist of Fundamental Teaching and students of modality Youth and Adult Education.

officially established the Federal Network of Scientific and Technological Education created the FIs, consolidated the following aspects covered in previous documents:

a. The aggregation of Federal Centers for Technological Education - CEFETs (with the exception of Minas Gerais and Rio de Janeiro), Federal Technical Schools - ETFs, Agrotechnical Schools Federal - EAFs and Technical Schools linked to Federal Universities¹²;

b. the IFs as higher education institutions, basic and professional multicurriculars and multicampi;

c. the equalization of IFs to federal universities;

d. the supply of vocational and technological education at all levels and modalities;

e. the development of vocational and technological education for the generation and adaptation of technical and technological solutions to social demands and regional peculiarities;

f. the consolidation and strengthening of local production arrangements;

g. center of excellence in the provision of teaching science;

h. technical training and educational upgrading for teachers of public schools; outreach programs and promoting science and technology;

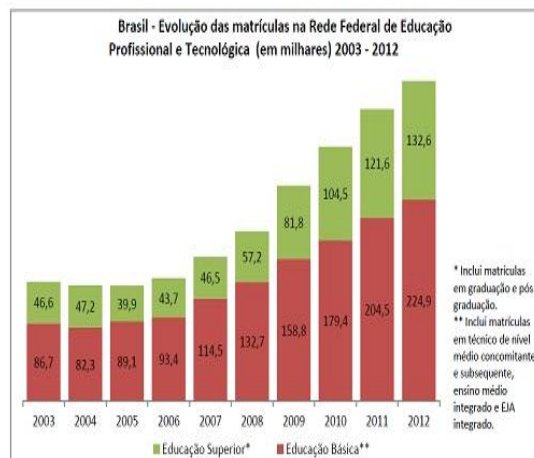
i. applied research, cultural production, entrepreneurship, cooperatives and scientific and technological development.

The news that arises in the law is the commitment of IFs with production, development and transfer social technologies and how teacher training space. In short, the institutions created by the federal government emerge three dimensions to the Federal Institutes: social policy, local development agencies and locus of teacher training. These dimensions will be addressed in the next subsection.

3 Looking inside

The IFs constitute spaces of a dispute, they can meet the Capital circuits or on the other hand, building a "hegemony in reverse" (OLIVEIRA, 2010). As *compensatory social policy* decentralize the IFs and internalize the average level of technical education and higher education are catalysts and other social policies. As social policy means that it "aims to allow individuals the satisfaction of certain needs are not taken into account by the capitalist market" (VIEIRA, 1992, p. 29).

In this dimension the IFs are consolidated as an undeniable anti-establishment response to the capital invested for social benefit. As noted in the chart below:



Source: MEC/Education Report in the Brazil 2000-2015 (2014, p.38).

The graph analysis allows us to infer that there was an exponential increase in technical high school enrollments and higher in the period comprising three phases of expansion and EPT Network consolidation in Brazil¹³. The implementation of IFs in 2008 caused an increase of approximately 172% of positions of technical education and 235% of positions of higher education in relation to 2012 data.

This is an important dimension and is part of an aggressive policy of massification of higher and technical education for remote areas of large metropolitan centers. The pretext of this expansion from the EPT Network is born of consensus that these federal units of teaching, distributed in all states of the federation, are the exponents of the "quality of education", especially at the secondary level. This compensatory social policy is articulated under the pretense of quality¹⁴, technical schools, as this model alone was able to answer the demands articulated by means teaching with professionalism at the same time as model able to internalize higher education in remote regions in the country.

However, as social policy the IFs assume the role of articulator of compensatory educational activities of the government. In this dimension the IFs begin

¹³ The expansion of Federal Network of Technological occurred in three dimensions. The phase I (2005-2007), the phase II (2008-2010) and the phase III (starting in 2011). The movement of expansion is different of creation movement of IFs, but both stay up therefore was show before.

¹⁴ For instance, one between as subjects of journal in the epoch, the Folha de São Paulo of Feb, 09/2006, in reportage says of SP has 14 schools in the top of Enem, teaching by Christianne Gonz lez, assume the development and the quality of CEFETs in the evaluate of MEC. Dispon vel in <http://www1.folha.uol.com.br/folha/educacao/ult305u18352.shtml>. Access in: May, 20 / 2015.

¹² Only eight Technical Schools together Federal Universities were integrated the Ifs. Twenty – four are together the Federal Universities (Brazil, 2008).

to act as youth education units and adults (BRAZIL, 2006). Also, they take responsibility for the Thousand Women Program Files (MINISTRY OF EDUCATION, 2011) and the National Program for Access to Technical Education and Employment - PRONATEC (BRAZIL, 2011), and still is extensive arm of the formative action of several ministries such as Fishing, the Agricultural Development and Labour¹⁵.

In building of the IFs institutions there are elements that also demonstrate action in another axis: local development agency. As mentioned above, in the action of educational policies is observed actions coming from the global to the local, but there is also the policy of IFs a local joint to the challenge as global fields.

In other words, by linking the offer of courses of IFs to a technological base and the local creations of possibility of building responses to differentiated Capital in each context, even if all of them still come up against the metabolic cycles of capitalism.

According to Article 6 (BRAZIL, 2008), the offer of integrated and subsequent technical course need to incorporate the identification of technological ingredients - *technology base* - the logical packaging made of these bases - *technological matrix* - the central correlation matrix that permeates this base and this matrix - *technological axis* - and finally organizing in nature and identity in nature and in identify this course the *social and productive local arrangements* (APLs). Guided by the intention to produce development in the region and allowing the verticality of entry into basic education to higher education. Perhaps this change is not yet perceived as a whole in most IFs.

Some questions disturb us. Which has the autonomy FIs to interfere directly in the local development process? As IFs in a heavily regulated and centrally controlled system such as the Ministry of Education, organize and execute actions that lead to local development? An educational institution is able to articulate this state demand?

In the dimension of teacher education, the IFs should offer 20% of its seats for undergraduate education. This process is permeated by contradictions, since the mandatory offer has led many institutions to work teacher training without there being physical, structural, pedagogical for it. The study of Lima (2012):

(...) That a teacher training in FIs is a phenomenon permeated by contradictions. Therefore points to the expansion of a free public education, bringing the state as promoter of educational provision, although approaching a

pragmatic conception of teacher training, with the encouragement of applied research, focused on the practice of everyday problems professional (LIMA, 2012, p.09).

This dimension is transferred to the IFs under the pretext of the need for teacher training in the areas of sciences (mathematics, biology, chemistry and physics) for basic education. But upright causes the intensification of teaching, by the multiplicity of ways in which the teacher should work. Forcing the teacher the versatility and flexibility. The vertical display allows the tensioning and the existing entanglement between education and society, government and capital.

Final appointments

What is the meaning of this 'invention institution'? Is this institution a unique model to address the failure of high school or just by the book multilateral agencies, under the pretense of 'new institutions'?

The dimensions indicated are linked with multiple causalities of this government project, which was configured as public policy. It is important not to abstain from understanding this project from its relations with the economic policy of the state of design which it is based and the class struggle process, aspects not discussed in detail given the limits of this work.

The materialization of this proposal of IFs, however, requires constant investment in the training of teaching staff in the career, the students' conditions of stay, in encouraging the research, more accurate fabric between supply and demands of the territory, the expansion of supply and a deeper joint guaranteeing a real integrated high school.

Without it, the project tends to sink and live under the 'emergence of the next reform'. The institutes can not be consolidated only as a focused technical high school policy (integrated and subsequent). But as an institution model capable of producing critical mass leading to new patterns of work, society and education, which guarantee political and human emancipation.

Here it is worth recalling the recommendations of István Mészáros (2007):

Therefore the role of education is paramount both for the development of appropriate strategies appropriate to change the objective of playing conditions, as for the self-conscious change of individuals called the successful establishment of a radically different social metabolic order. [...]. In this respect two key concepts must be kept under our attention: **the universalization of education and the universalization of work as a self-satisfying human activity**. In fact not one of the two is feasible without the other. (Mészáros, 2007 p. 125, emphasis added).

¹⁵ Reading PCPR *PCPR Evolução das Metas - Pesca e Aquicultura - Exercício 2014*, p.03, published in 30.03.2015 www.mpa.gov.br/files/docs/Programas_e.../Objetivo%20-%200576.rtf. Acesso em: 20 mai. 2015.

The expansion of federal institutions of technical and technological education by the institution-society approach, oriented towards entrepreneurship and mass formation of the subject skilled worker, is based on the frameworks that seek to transform the IES on "agencies" of development and troubleshooting sidewalks sites in Theory of Human Capital. It is noteworthy that the universalization of work is not born worker specialization. What the ideology of employment supports is the responsibility of workers by unemployment, requiring them constant renewal. So it only makes sense worker qualification universal if it is accompanied by the universal work.

In the western Amazon, locus of our research processes and professional practice, the IFs can articulate these dimensions that make up their institutional framework for the Amazon challenges if they can move forward democratically access to and durability of workers committed courses with the political, economic, social and cultural emancipation the Amazonian man, overcoming the logic of the market.

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